

Education and Knowledge: The Sustainable Development Value Context

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Abstract: The article considers the Russian education system problems discussion. The authors support the leading scientists assessment about the domestic education reforms failure. The contradictions between the value meanings of knowledge and education are revealed, and their interdependence is shown. The authors point out such a display of these contradictions as the knowledge approach displacement by the competence approach. It leads to the loss of the conceptual idea of the education institute work. The result of the contradictions is the education development two parallel vectors formation, practically unrelated in semantic and ideological aspects, as well as the process of distancing the teaching staff from the managerial elite in universities. The solution to the problem of the education institute sustainable development is seen in the knowledge value recovery. And this becomes possible with the comeback to the status order education system, the economocentrism rejection, the cultural centrism principles preservation.

1 INTRODUCTION


A person in the modern world is forced to constantly adapt to galloping changes. Education is one of the "adapters" that perform an instrumental role. Its result is the acquisition of an "educated person" status. This person is able to produce information and use it. Education develops professionally useful skills, provides access to knowledge acquisition. However, the knowledge value meanings substitution for the education value leads to the dominance of the instrumental over the terminal.


The social order focuses education on the formation of a citizen who has the openness to innovation qualities, creativity, who is able to work with information, make independent decisions. One would welcome the modernizational ideas and current innovations dynamism, if this process did not "jump" the traditional meanings and education values at a high speed. The traditions of knowledge transfer from teacher to student were filled with the trade meanings.

2 METHODOLOGY AND METHODS

Russian scientists have launched a heated discussion about the education problems. The problem of higher school management excessive centralization is sounded (Diev, 2020; Kurlenya, 2020; Orekhovsky and Razumov, 2020). Reforms and bureaucratic pressure have led to a systemic crisis in education, the comprehension is required (Rozov, 2020; Toshchenko, 2020; Illarionov, 2020). Professorship calls for the "truth value potential" return and the meaning of obtaining knowledge in the educational process. Ostrovsky, P. A., Razumov, V. I., complain about the "carnivalization" that has captured the teaching community. The criteria for publication activity make the university faculty lose the research work logic: "... the Bakhtin carnival has completely captured science. Now, it doesn't matter what you write, it matters how much you write and where you publish". Attention is drawn to the relevance of the transition to a university management subsidiary

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model, which involves increasing the role of the professional community in making managerial decisions, "faculty autonomy" (Rozov, 2020). There is a sharp warning that the administrative and bureaucratic style of higher education management leads to destructive reforms.

The modern education paradigm can be defined as the "educational services" construction mainstream. The reform theorists see a person in the categories of controllability. From the education process, the meanings of love, joy, and the knowledge value bases are emasculated. It "anchors" the reforms acceleration in the mobility era. At the same time, the emphasis is made on standardization and unification, on "second wave" strongholds (O. Toffler), that restrain the culture developing processes of obtaining knowledge, but make the participants in this process manageable. We will add bureaucrats' sporadically emerging ideas, e.g. "optimization", the "supporting universities", "universities with a special status", "rating educational institutions", "project training" creation. Today, the knowledge cultivating problem can be defined as follows: the actualization of the search for mechanisms to support true knowledge, the return of knowledge value in the obtaining education process.

3 RESEARCH RESULTS

The acquiring knowledge process, anchored by teacher-student interactions thousands years practice, has turned into managerialism experiments. The subject of interactions is the knowledge transfer as a true value. It has been replaced by the official's opinion authority value on the education process quality. The result of this substitution was the management dictatorship, the design of education as a service, the quantitative "performance indicators" introduction for rating, the competition imposition (Boyadzhieva ed., 2019). The obvious beneficiary of such an educational policy was an elite universities group at the top of the industry pyramid. But the breakthrough results, according to Zborovsky, G.E., neither in the education quality nor in its institutional functioning has occurred (Zborovsky, 2011). Instrumental characteristics of knowledge possession began to prevail. The "knowledge as the embodiment of the Truth itself" value (Pruzhinin, 2014) is practically opposed to the education prestige and the university status (rating) in which the education was received.

Knowledge gives meaning to education, has a value primacy. Knowledge, embodied in a rational, sensual or intuitive form, gives a person power over

internal and external nature, it can be attributed to the highest and the most complex values shared by humanity (Pruzhinin, 2014). Since the time of Socrates, education has been seen as a means of introducing people to fundamental knowledge and ideals. Enlightened people carried out the transmitting knowledge to descendants mission. In these traditions, E. Durkheim defined the function of education. It is to bring the humanism seeds in people souls. Every child is a person, programmed by education to achieve individual autonomy in society (Durkheim, 2007). Such autonomy implies the individual self-sufficiency, situationality, social and cultural competence. The task of education is to provide a person with knowledge that meets such needs. According to Aristotle, the desire for knowledge is inherent in the very people's nature. This determined the education institute creation, in which Knowledge was established as the value core. But today, the education process is becoming more and more controversial. Knowledge is practically opposed to the education process. This reveals itself in the following:

3.1 Substitution of Competence with Jurisdiction

The process of splitting the knowledge integrity into independent and serving is obvious. The first is true and irrelevant. It belongs to all people, it is designed to help an individual to integrate into the world, to learn themselves. This knowledge is formed into a person's social competence, in the baggage of truths necessary for life. Social competence is converted into social capital, denoting the willingness and courage to make vital decisions and take responsibility for these decisions.

Competencies contain the knowledge necessary for a specialist to solve professional problems and a narrow range of issues to be solved. This is up-to-date knowledge that helps a person adapt to changing situations. As long as they are irrespective, they fill the volume of knowledge about life. If they are turned into a management tool and if they attribute significance and value meanings to this knowledge that do not correspond to their meaning and scope, then the knowledge takes an "untrue" form. Competence are the characteristics of relevant knowledge. The former are based on enduring values, participate in the mechanism of social inheritance and knowledge reproduction. Competencies are the knowledge that helps people work in organizations. The concept of "competence" definitions variety unites one thing, we are not talking about

fundamental knowledge, but about an accumulated behavioral reactions system. The lack of fundamental knowledge destroys the education potential. Professionalism and competence outside the knowledge component and outside the cultural context creates a fiction in the higher education practice (Tuluzakova, 2018). But can competencies meet the younger generation vital needs? Today, students are interested in the problem of longevity, old age, maintaining health, finding happiness, restoring human abilities lost as a result of injuries, raising children, finding new relevant professions. These problems go beyond the heuristic competence boundaries.

3.2 The Contradiction between the Skills Benefits and the Knowledge Fundamental Nature

Today, the priority in the knowledge transfer is the skills and abilities formation. Knowledge in programs can not be prescribed. Knowledge is transmitted, not prescribed. The expediency question on the educational programs structures and elements for all generations becomes relevant. The training programs availability with all the required competencies is easy to control. It is postulated that the prescribed competencies somehow improve the quality of training, help students master disciplines. But a periodic survey of students in the classrooms revealed that students do not even read the pages with competencies in the programs.

The value of knowledge as the educational process meaning defenders are considered conservatives who hinder the system development. Education becomes an arena of struggle between "conservatives" and "reformers". The former associate education with fundamentals, the latter associate education with efficiency and usefulness. This education confrontation and the transformation from the sphere of culture and enlightenment into the sphere of services exacerbates the society fundamental institution crisis.

The benefits language transform education into a trade in the skills needed for production. This is the paradox of modern education: knowledge belongs to culture, but it is evaluated by economists. Knowledge is priceless, but the system of "effective contracts" and "indicators" captures the exact knowledge cost. The new era requires a person not have narrow professional skills and relevant competencies. A universal specialist preparation becomes relevant. This means the need to provide students with social

technologies for mastering new knowledge, technologies for mastering social competence.

Today, it is reasonable not just to teach a student professional competencies, but to orient a person to the social change rapid processes, to offer knowledge that will help to do everything that life will lead to. To be socially competent means, among other things, to be able to recognize manipulations and defend against them, to show vital resistance to adverse influences of all kinds. This can be done by a new subject of history, i.e. a "critically thinking person" (Lavrov, P. L.), "the enlightened public" (Y. Habermas). These subjects have a fundamental knowledge about the world, they are socially competent. Skills and competencies are secondary, they are a side product of gaining knowledge.

The highest ethical maxim of the knowledge possession is social responsibility to humanity. For the skills possession, such an ethical component is excessive. Knowledge is a threat to dictators and totalitarian regimes. Knowledge holders are difficult to manage, and their minds are difficult to manipulate.

3.3 Contradictions between Economocentrism and Classical "Humanistic Idealism"

In the education methodology, it is a society and its culture state projection (Khagurov, 2011). At the beginning of the XXI century, the increase in mass demand for higher education was accompanied by a reduction in funding and the market mechanisms introduction to the education system management. As a result, the education has gradually transformed from a fundamental knowledge sanctuary to an enterprise offering effective products (Pokrovsky, 2005). This gave an incentive to improve the education quality, but competition led to the selection of educational institutions, curricula and teachers. The education has been rethought, it has become a high-quality service provided on a competitive basis, a functional appendage that serves business.

Assuming that education moves from the space of culture to the market position, society agrees to serve the market, losing the ability to verbalize its needs for knowledge. Universities and schools are no longer territories for storing and transferring knowledge to new generations, but business structures. There is a mix of the knowledge "value" and "price" concepts. Knowledge is a product prepared by the subject for sale, it is incompatible with the meanings of knowledge as the humanity culture value basis.

Humanity does not trade knowledge. Only a person can trade knowledge. But there is a contact point, knowledge is the property of a possessor, regardless of whether they were bought or acquired as a result of self-realization. This simplifies the logical operation a concept substituting. If there is a knowledge owner, then this owner is not necessarily their carrier. Just a buyer (Logunova and Utkina, 2019).

Education is transformed from an acquiring knowledge socio-cultural process into a service, into an object of purchase and sale in a competitive market. This is no longer a socially significant benefit, which is guaranteed by the state to each of its citizens on the principles of equality, but a social capital obtaining instrument. The terminal meaning of knowledge as a value is being lost. Lao She condemned the verdict on commercialization, optimization, and bureaucratization processes that have taken the place of our well-formed education system integrating core: "... what caused our education system collapse?... I think that the loss of humanity, when the sciences were needed for profit, and not for the truths cognition that can be passed on to descendants" (Lao, 2020).

The contrast in the assessments of Russian education is baffling, the "educational system" insists on its effectiveness, while education consumers, employers, politicians and intellectuals are at the same time warning more and more loudly about the all-consuming crisis of our education and the complete failure of its permanent post-Soviet reforms. Ural sociologists conducted a study in 2017 on the engineering personnel professional socialization problems in the Ural region. Managers of enterprises (employers, 150 people) were interviewed. The results of the questionnaire survey showed "young people irresponsible attitude in obtaining professional education". 52% of employers believe that students do not think about their competitiveness, paid studying "discourages" young people, "dictates teachers to treat negligent students indulgently, so as not to lose income" (46%). The university administration demonstrates low demands on students (28%). According to employers, young people "succumb to the general mood that is to learn without "strain" (30%), "they are not accustomed to work and difficulties" (29%) (Pavlova, Pavlov, Bondareva and Saraykin, 2019).

This education "product" negative assessment practically confirms the hypothesis that the knowledge acquisition has turned into a carnival world inside out. Kurlenya, K. M., notes that in the educational process, seriousness is replaced by a

farce, pedagogical work genuine professionalism and students dedication degenerate into buying and selling. Here, "some pretend to teach, while others pretend to learn something". At the same time, most of the participants in the process are sincere in their mutual cynicism and have no illusions about the results of their own activities" (Kurlenya, 2020).

4 THE DISCUSSION OF THE RESULTS

Solving the education institute sustainable development problem in restoring the value of knowledge means:

4.1 The Status Order Returning

Mixing the "sociality types" and the social institutions functions is dangerous. Each institution corresponds to specific functions and types of sociality, equipped with cultural attributes, values, and institutional "subsystems for maintaining a pattern" of behavior (Parsons, 2018; Parsons, 2008). A socially competent person is one who accurately recognizes distinctive cultural symbols, correlates own actions with social norms and rules of behavior within the social statuses and sociality types framework. This is the meaning of the social order. To mix market with school is to undermine the order foundations. Such a mixing reverses the fundamental foundations of the "student" and "teacher" statuses existence. Today, they express the relationship of "seller" and "buyer" with the tendency to turn into "customer" and "service personnel". This contradicts the social experience inheritance process meaning, which determines the service position to the student, and protection position to the teacher. These positions are filled with the relationship of the teacher's love for his students, the students' devotion to their teachers (Donskikh and Logunova, 2019).

The statuses dyad interaction is traditional: the student serves the teacher, the teacher serves Knowledge and the teacher is responsible for the truth of the knowledge that he or she offers to the student. The teacher does not sell knowledge and does not serve the student. Otherwise, the teacher's status takes on the meaning of a merchant asking the buyer to buy a product (pass the test work). The "teacher" social status bearer can assume the role of a quasi-parent who takes care of the student. But the role of a knowledge quasi-merchant imposed on him or her looks ridiculous. The knowledge possession cannot

be described in terms of richness. Knowledge is the self-awareness, the joy associated with it. Knowledge devoid of love and joy is perverted knowledge.

4.2 Economocentrism Rejection

Economocentrism kills the personal relationship between the teacher and the student, reducing everything to one plane – money. The market laws determine the procedure for providing educational services, the interaction format between the seller and the buyer. The process of transferring knowledge and experience takes on the trade transaction features. With capitalization (the introduction of "effective contracts", the system of "indicators", the dependence of the teacher's work on "attracted funds"), education becomes an instrument of competition for resources. The dominant elites, who have exceptional opportunities for the grants distribution, the qualifications establishment in the form of formal "indicators", have the right to social lawlessness, i.e. a sharp change in the "game rules". Additional restrictions and conditions for entering communities are being introduced, and the laws on the right to dominate are being changed. If yesterday there were requirements for a certain number of articles for the Higher Attestation Commission to occupy a ranking position, and applicants learned how to fulfill them, today they need mandatory publications in foreign journals, tomorrow they will need games with "quartiles". The goal improving postulation personnel structure looks unconvincing. The enlightened public clearly sees the latent (real!) goal, that is to maintain the dominant positions of power in the science and education fields, which are not related to the scientific creativity processes and the knowledge translation. And if society takes this position, then education and enlightenment will lose their essence, that is the orientation to the person. Their attention shifts to the consumer. Human-centricity moves from the semantic value core of the educational process to the periphery, its place is taken by meanings related to market relations.

Value is higher than price in both semantic and energetic contexts. Knowledge is higher than "competencies", "skills", which are determined by the person experience boundaries. Knowledge is the value of a culture that transcends the experience of one person or of the whole community. An attack on spiritual (sacred) structures leads to technological catastrophes, where an error in calculations, connivance and irresponsibility are the result of the teaching order and duty traditions loss, which are

brought up by the school, but do not take into account the market.

The terminal value of knowledge lies in its unappreciated value, or rather, in the meaninglessness of its evaluation. One who knows this truth never tries to estimate knowledge or the amount of knowledge. The terminal characteristic meaning is that knowledge is in itself, it is self-sufficient. Knowledge is involved in the processes of self-awareness, self-realization, self-esteem. It makes no sense in assigning points to such processes.

The focus on competence is dangerous because of the well-trained mediocre people dominance. But today there is an increasing need for socially competent people who are able to distinguish high-quality cultural products in a broad sense from handicrafts. The reflection and social competence training cannot be reduced to lectures given by employers, "practitioners", and masters from the capitals in a remote format. It is necessary to cultivate the traditions, principles and spirit of the academic environment. Without this environment, the intellectuals new generations education is difficult.

4.3 Trust to Culture

Science and education are the elements of the society culture. They include, but are not defined by, economic relations. The self-regulation socio-cultural mechanism, which "adjusts" the culture with the help of norms, moral principles, and value choices, is laid at the educational processes foundation. Socio-cultural processes are self-sufficient, controlled by the culture itself, do not need the organizational structures subjects. It is impossible to control the educational process value nerve (service, love, charity, obedience).

5 CONCLUSIONS

The authors understand that discussions in the academic environment will not stop further "carnivalization". But the teaching staff distancing process from the liberal elite in the education system, establishing partnerships with colleagues and like-minded people, and creating solidarity structures is obvious. The understanding the preserving true knowledge mission priority for the young people education is strengthened. Two parallel vectors of education development are formed, which are practically unrelated in semantic and ideological aspects. The first is related to the search for the truth and serving it, helping to access it. The second is with

the transformation of the education system "into a kind of ersatz, producing manipulative individuals" (Kurlenya, 2020).

Thus, the result of education is the knowledge birth and multiplication, the ideas, theories, concepts, technologies circulation, thanks to which the existence of the society culture is possible. Knowledge is the foundation for the skills and abilities formation. A school in a broad sense is a territory of service to Truth, Kindness, Beauty, Love and Hope, not a marketplace. Knowledge is a value that has no monetary equivalent, regardless of its terminal or instrumental characteristics. The rationalization of educational structures ends at the humanization border.

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